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INNOVATIVE RESEARCH OF SOME BASIC FEATURES OF MULTICULTURALISM AS THE FACTOR OF HUMANITARIZATION OF EDUCATION

Abstract: This article examines such important modern problems of society and all mankind as the preservation of tolerant values, the culture of coexistence of peoples in the world on the basis of the study of the humanization of education, the promotion of national spiritual traditions, etc.

Key words: education, culture, tolerance, management, innovation.

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Introduction

The determinants of the formation of a multicultural model in Azerbaijan are based on historical experience. The inculturation processes were an organic process with synthetic bases. The priority in understanding multiculturalism in Azerbaijani culture is that multiculturalism is a component of the national idea. The system of multicultural constants is built in such a way that it organically combines both the specifics of national values and the values of all ethnic groups living in Azerbaijan.

Methodological parameters of multiculturalism as a scientific direction allow us to assert that in the multicultural dialogue, the national dominant prevails. The understanding of multiculturalism as a national understanding of the problems of globalization is promising, for the preservation of civil ethics today is the guarantor of the security of the modern world and an important dominant of cultural communication.

Moreover, multiculturalism as an integrative concept allows us to talk about traditional Azerbaijani multiculturalism, in the context of which national priorities correlate with the mutual consistency of citizens of a democratic society.

Thus, the formation of multiculturalism as an integration process can be observed at many stages in the history of Azerbaijan.

Specific forms of management in humanitarian education of modern Azerbaijan require the integration of various aspects of comprehension of culture. The purpose of various programs and projects is to strive to deeply, vividly, vividly show the values of the spiritual culture of Azerbaijan. In this aspect, we note the effectiveness of forms of intercultural dialogue, intercultural communication of specialists, in the process of which new promising, innovative approaches to the educational process are developed and agreed upon.

The practice of the educational process in modern Azerbaijan shows that effective teaching methods are needed for successful development. In this sense, the improvement of professionalism leads to the progress of the creative activity of society. A creative understanding of the educational process in Azerbaijan is a priority, for it is necessary both to adequately educate young people, a correct understanding of modern trends, and the assimilation of traditional national values. The above is of strategic importance in the framework of the cultural policy of Azerbaijan [1].

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Materials and Methods

The modern society of Azerbaijan is a society of open dialogue with representatives of other nations and religions, for multiculturalism in Azerbaijan is both a state policy and a way of life. Thus, a close connection is born between society and the priorities of socio-political development. In light of the above, let us emphasize that multiculturalism in Azerbaijan has deep historical roots and is closely related to the mentality. The tolerance of the Azerbaijani people has been forming for a long historical time.

The multicultural experience of the Azerbaijani people includes both genetic and modern codes of communication processes. In the state building of modern Azerbaijan, the role of multicultural models is significant, since multiculturalism in the Azerbaijani national culture was formed as a commitment to social etiquette, mutual respect and tolerance in relation to subcultures living in the territory of Azerbaijan. At the same time, it is important to note that the essence of the term as the coexistence of multinational communities has been known in the history of Azerbaijan for many centuries. This means that assimilation processes have always been going on in our country while maintaining an authentic culture, national culture. In other words, the originality, self-identification of the Azerbaijani people was formed in the context of the interrelationships of cultures, adequate to the perception of other cultures [2; 3].

Thus, the study of the manifestations of multiculturalism, its various historical vectors, allows us to show a picture of the integrity and unity of Azerbaijani culture.

In our opinion, humanitarian education in modern Azerbaijan should include the following important vectors:

1. Producing spiritual values based on both national experience and contemporary issues of the globalizing world space.
2. Systematization of scientific and theoretical concepts related to the knowledge of public consciousness and ideology of modern Azerbaijan;
3. Preservation of ethical views of mental and human nature;
4. Education of artistic and aesthetic ideas, the formation of figurative knowledge and the reproduction of the context.

For several decades, a certain scientific understanding of the problems associated with culture and education has developed. In this sense, the actualization of the innovative potential of modern pedagogy is beyond doubt. The ideas formed in the context of independent Azerbaijan are reflected in the educational system. The education system is based on the priorities of state policy, modern innovative vectors.

Along with other parameters of public administration, such as the socio-political structure, technology of life, social management systems, let us

name the field of culture, education, cultural policy [5; 6].

One of the main systemic components of the modern concept of development is a new understanding of the educational process, the importance of reforms and transformations. The current conditions and modern needs of life require the development of clear positions in the humanitarian field, ensuring a high level of development of science and education. Paying special attention to the priority development of education, we raise the question of the process of culture, because modern education allows us to form universal laws of human life. And this is the basis of the foundations of the modern pedagogical process.

The parameters of modern knowledge are formed by scientists as follows: "Knowledge of the essence, characteristics, history, achievements of domestic and world culture, a correct understanding of the laws and technologies of social development, the ability to correctly assess facts, events and people should become the norm for every cultured person, every politician" [8].

Multiculturalism is the strategic foundation of state policy. That is why every member of the society is a full citizen of Azerbaijan. This is the policy of nationwide solidarity.

The development of ideas on multiculturalism was continued in the context of the process started in Baku in 2008 and called the "Baku process".

Modern functioning of multicultural categories is directed towards socially adapted multicultural landmarks. The concept of multiculturalism in Azerbaijani science is based on an important methodological paradigm, according to which the binary concept of multiculturalism is primary. Thus, the ideas of multiculturalism in Azerbaijan appeal to the ethno genetic ability of the people to integrate cultural ethnic codes, on the one hand, and to preserve their national identity, on the other. We emphasize that the internal consistency of the multicultural model has significant potential.

Conclusion

The importance of multiculturalism in Azerbaijani society is high.

Multiculturalism creates in modern Azerbaijan the preconditions for a successful intercultural dialogue, allows us to rely on the positive trends of intercultural dialogue. Moreover, it is the guarantor of the unity and cohesion of society, since it ensures the equality of all citizens of Azerbaijan regardless of religion and ethnicity.

Let us formulate some relevant parameters of modern education in the Republic of Azerbaijan:

1. Clear definition of goals and strategic directions;
2. Adequacy to the relevant state priorities of national development;

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3. Appeal to the experience of theory and practice of domestic and world culture;

4. Creation of universal models in the management, administration of the modern educational process;

5. Development of effective innovative programs that ensure high rates of development of national education;

6. Implementation of projects in which the use of the results of scientific and creative activities of the country's pedagogical elite is recorded;

7. Systematic training and education of personnel capable of serving in the interests of national development;

8. Development of programs with the definition of forecasts for the future development of Azerbaijan, taking into account national interests.

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